To: Local Educational Agency (LEA) Representatives

From: California Department of Education – CALPADS Project Team

Date: February 28, 2013

Subject: **CALPADS Update FLASH #70**

SPRING OPENS TOMORROW

The Spring collection begins tomorrow, March 1, 2013. The certification deadline is March 27, 2013.

2012–13 FALL 2 DEADLINE EXTENSION TO ADDRESS DATA QUALITY ISSUES

As described in FLASH #68, the California Department of Education (CDE) identified data quality issues with regard to the appropriate identification of courses as core under the No Child Left Behind (NCLB) Act of 2001, which impacts the reporting of Highly Qualified Teacher (HQT) data. Similarly, the CDE has reviewed the data submitted so far for English Learner (EL) Education Services and has found a number of LEAs reporting that no EL education services are being provided for all or a large proportion of their EL students. **In order to provide LEAs an opportunity to review and to ensure the accuracy of their HQT and EL education services data, the CDE is extending the 2012–13 Fall 2 final deadline to March 22, 2013.**

ADDRESSING HIGHLY QUALIFIED TEACHER DATA

A review of 2012–13 Fall 2 CALPADS data has identified several data discrepancies relating to NCLB compliant courses and highly qualified teacher reporting. Many courses which are considered NCLB Core courses (as identified in the CALPADS Valid Code Combinations, "Course Group Master Combos" worksheet) have been identified on some LEAs' Course Section files as "Not a Core Course" in the NCLB Core Course Instructional Level Code field. A letter dated February 19, 2013 sent from Phil Lafontaine, Professional Learning Support Division Director, to all LEAs with any discrepancies, requested that they review and amend these data as appropriate.

The CDE encourages LEAs to review their data and, if the LEA has incorrectly identified NCLB Core Courses as "Not a Core Course," to correct and recertify the data by the March 22 deadline. In the course of analyzing the data, the CDE also identified areas where more flexibility for LEAs is warranted. This issue is discussed in more detail below.

NOTE: The CRSE0231 (Mismatch of Course (CRS) Attributes) error is currently triggering incorrectly when adding the HQT Competency Code in online maintenance (PM 2846), but this defect should be resolve by early next week.

Update to Course Group Master Combo

As the CDE's Title II program office analyzed the data and discussed specific courses with LEAs, it became evident that many LEAs needed flexibility in the NCLB Core designation for certain courses that were marked as "Y" (always NCLB Core) in the CALPADS Valid Code Combinations. As a result, the CDE implemented changes on January 19, 2013 (now documented in CALPADS Valid Code Combinations v.4.0.1 posted February 26, 2013) to change these courses from a designation of "Y" to "N" (never NCLB Core) or "U" (may or may not be NCLB Core). These changes give LEAs more flexibility in the NCLB Core designation for certain courses. After additional analysis of the data, the program office is again proposing to provide more flexibility by changing the designation for additional courses to "N" or "U". The changes being made are summarized in Table 1 located at the end of this FLASH. We expect these changes to be implemented in production no later than Wednesday, March 6, 2013. If LEAs update their data prior to the implementation of these changes, they may ignore any warnings associated with the courses listed below.

If LEAs have already changed these courses to "Y" they do not have to change their data back and may ignore the warning, even if it shows the teacher as not highly qualified. The Title II office will only review courses marked as "Y" in the Course Group Master Combo that includes currently posted changes and the changes listed below.

NCLB Core Course Determination

In determining whether a course is an NCLB core course, LEAs should note the following:

- Self-contained courses (Course Group State code 1000) are ALWAYS considered NCLB core courses.

- Courses that provide instruction in NCLB Core content areas (see bullets below) are ALWAYS considered NCLB core, regardless of whether or not they are ELECTIVE or REMEDIAL courses:

    - English/language arts/reading (including reading intervention and California High School Exit Exam English classes)
    - Mathematics (including math intervention and California High School Exit Exam math classes)
    - Biological Sciences
    - Chemistry
    - Geosciences

- Physics
- Social Science (history, government, economics, geography)
- Foreign languages (specific)
- Drama/theater
- Visual Arts (including dance)
- Music

- Courses providing supplemental instruction (pull-out, push-in instruction) in these content areas are NOT subject to NCLB Compliance. Courses provided in an online or virtual setting where the courses are NOT instructor-led are also NOT subject to NCLB compliance.

  - For example, if a teacher is providing pull-out instruction in a general math course, rather than mapping the course code to Course Group State Code 2400 (General Math), the course should be mapped to code 3020 (Consultation/instructional support).

- Online courses or virtual courses where there is no assigned teacher or where the teacher is NOT providing the primary instruction must be properly coded with a "Y" in the Distance Learning Indicator field in CALPADS.

Data Correction Approach

The following steps are suggested:

1. Identify courses that trigger the CRSE0127 validation.

   - Generate the Fall 2 CRSE extract or re-use a previous file submitted to CALPADS. Re-upload to obtain an updated validation check. Review "Passed" records and look for any CRSE0127 (Invalid NCLB Core Course Instructional Level Code) warnings.

2. Compare the CRS-State Course Codes that generate the CRSE0127 warning to the Course Group Master Combo tab in the CALPADS Valid Code Combinations document, which is located on the CALPADS System Documentation Web page at http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp (under the *CALPADS File Specifications [CFS]* heading).

3. Fix local course data where appropriate.

4. Upload and post updated CRSE file or update the course section online.

5. Wait overnight.

6. Review the following snapshot reports in CALPADS for accuracy:

   - *3.4 - NCLB Core Course Section Compliance - Count by Content Area*

- *3.5 - NCLB Core Course Section Compliance - Detail*

7. Re-certify the 2012–13 CALPADS Fall 2 submission by March 22, 2013.

For questions regarding CALPADS please contact the CALPADS Service Desk by submitting a service ticket using the CALPADS Service Request Form located at http://www2.cde.ca.gov/calpadshelp/default.aspx or by sending an email to calpads-support@cde.ca.gov. For questions regarding Title II (NCLB and HQT) please contact Kelly Heffington, Associate Governmental Program Analyst, Title II Leadership Office, by phone at 916-324-5689 or by e-mail at kheffington@cde.ca.gov.

ADDRESSING ENGLISH LEARNER SERVICES

A letter dated February 27, 2013 from Cindy Kazanis, Educational Data Management Director, was sent to all LEA superintendents and charter school administrators announcing the extended Fall 2 deadline and requesting that LEAs review their EL education services data. The CDE recognizes that CALPADS is collecting these data differently from prior Language Census (LCEN) collections. Specifically, within CALPADS, LEAs report EL education services by course section and not by student. For each course section reported to CALPADS, LEAs must indicate the type of EL education service provided in that course section by using one of the following CALPADS *Education Service English Learners* codes:

(1) Primary Language Instruction and English Language Development (ELD) Instruction and/or Specially Designed Academic Instruction in English (SDAIE) Instruction

(2) ELD Instruction Only

(3) SDAIE Instruction Only

(4) ELD Instruction and SDAIE Instruction But Not Primary Language Instruction

LEAs should review CALPADS certification report *2.4 – English Learner Education Services – Student Count Unduplicated.* This report displays, by school within the LEA, the total number of EL students enrolled as of Census Day and, of those students, the type of EL education services they are receiving through the course sections in which they are enrolled. If no education service is reported for any of the course sections in which a student is enrolled, then this report will automatically count the student in a report column entitled "No Service Received at This School." To help validate the data in this report, LEAs may review supporting report *2.7 – English Learner Education Services – Student List,* which displays the individual students receiving or not receiving services.

Many LEAs determine the type of EL education service provided in a course section based on the authorization of the teacher who is teaching the course section. It is critical that LEAs indicate one of the Education Service codes for each course section as

CALPADS counts any EL student enrolled in these courses as receiving EL education services. LEAs should also be sure to indicate the appropriate *Education Service English Learners* code for English Language Development courses (Course Group State code 2110).

To help validate their EL education services data, LEAs should review report *2.5 – English Learner Services – Unduplicated Count of Teachers Providing EL Services,* which displays the number of teachers at each school providing EL education services. If this report, for example, shows no teachers providing services at a school, it is likely that the LEA did not submit courses with the EL education services data populated for that school. Supporting *report 4.3 - Staff Teaching Assignment – Detail* provides a list of teachers, their courses and the education services provided by that teacher.

Finally, the CDE recognizes that Alternative Education schools (continuation, community day, county community, opportunity, juvenile court, and independent study charters) do not typically schedule students into course sections, and these schools have not yet been required to submit Student Course Section records; however, if they do not schedule students into course sections and submit Student Course Section records to CALPADS, they will not be able to identify the EL education services data for individual students. For the 2012–13 CALPADS Fall 2 submission, the CDE encourages these schools to evaluate the option to submit Student Course Section records, at least for their EL students, so the EL education services being provided can be properly identified; otherwise, the CDE will note that these LEAs may be providing services, but did not report them in CALPADS.

The CDE encourages your LEA to review the certification reports and update the data as appropriate. LEAs will have until **March 22** to correct and recertify the Fall 2 submission. The CDE will publicly post these data later this spring.

GOVERNOR'S PROPOSED LOCAL CONTROL FUNDING FORMULA

The Department of Finance (DOF) recently posted on their Web site (http://www.dof.ca.gov/reports_and_periodicals/district_estimate/view.php) LEA funding projections for the Governor's proposed Local Control Funding Formula (LCFF). These projections were based on preliminary 2011–12 CALPADS data that had been modified for schools with National School Lunch Program Provision 2 or 3 status. The DOF states they will redo these projections for 2012–13 based on updated CALPADS data. The CDE does not know when this update will occur.

While the Governor's proposal is still in the initial legislative stages, the discussion largely focuses on using an unduplicated count of students eligible for FRPM and English Learners as of Fall 1 Census Day. To assist in the discussion and to minimize the confusion caused by funding projections based on different data sources, the CDE will post a downloadable file that provides by school, the count of FRPM eligible students (which includes Foster students), EL students, and an unduplicated count of both. This file will be created using 2012–13 CALPADS Fall 1 certified data and will be available in early March.

Table 1

Course Group State Codes that will Change from "Y" to "N" or "U"

Course Group State Code	Name	Change
2110	ELD 3	Changes to "N" not NCLB Core
2700	Anthropology	Changes to "N" not NCLB Core
2707	Current Events	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2710	Ethnic Studies	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2713	Philosophy	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2714	Psychology	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting.
2715	Sociology	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2719	Student Government	Changes to "N" not NCLB Core
2732	Law Related Education	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2763	IB Psychology	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2764	IB Philosphy	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2765	IB Social Anthropology	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2766	IB Business Organization	Changes to "N" not NCLB Core
2767	IB History of the Islamic World	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2768	IB Theory of Knowledge	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting
2776	AP Psychology	Changes to 'U" undecided, based on *if* and ***what kind*** of A thru G requirement this is meeting